

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p><u>Questions to Focus Learning</u></p> <p>How does understanding the structure of an informational text, including the connections between events, ideas/concepts, or steps, help a reader?</p> <p>Good readers understand the connections between events, ideas/concepts or steps and use those connections to better understand informational text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know that historical events are significant occurrences from the past. I know that scientific ideas/concepts are important understandings discovered and/or developed by the scientific community. I know that technical procedures elaborate the steps in a specialized process. I know the key features of content-specific texts (e.g., science and historical texts) based on text structures (e.g., events, steps, procedures). I know simple transition/linking words that show connections (e.g., first, because, then, on the other hand, as a result) in informational texts. .</p> <p><i>Reasoning Targets</i></p> <p>I can identify the events, key ideas/concepts, or steps in informational texts. I can identify words that signal connections in informational texts. I can describe how a series of historical events, scientific ideas/concepts, or steps in technical procedures are connected.</p>

Vocabulary

historical events
scientific ideas/concepts
technical procedures
text structures
transition/linking words

Teacher Tips

[Game from Florida Center of Reading Research](#) – This activity can be used as an introduction to cause and effect. It can easily be adapted to the text you want to feature.
[Cloud, Rain, and Fog](#) - In this lesson, students will learn to identify information from a non-fiction text on weather by asking questions and focusing on the text features of the book.

Vertical Progression

RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.
Direct link for this standard: [RI.2.3](#)